***THE MIRACLE WORKER* SCENE DRAMATIZATION ASSIGNMENT**

Working in groups of 3-5, students will be responsible for casting and performing one scene from *The Miracle Worker*. There will be 2 class periods dedicated to preparing these scenes, and they will be presented to the class on **Friday, January 25**.

Each group will be responsible for selecting their scene on a first come, first served basis. They will also need to cast their scenes effectively; some group members may need to split up a role, or play multiple roles, in order to ensure that each role in the scene is covered and that each group member has a role to play.

Students are encouraged to get creative with costumes, accents, and props which will allow them to effectively bring this scene to life.

The following rubric will be used to evaluate each ***individual*** group member’s performance and contributions to their group:

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| **CRITERIA** | **LEVEL R**  **(0-4 MARKS)** | **LEVEL 1**  **(5 MARKS)** | **LEVEL 2**  **(6 MARKS)** | **LEVEL 3**  **(7 MARKS)** | **LEVEL 4**  **(8-10 MARKS)** |
| Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes | Student does not participate in scene performance, or does not make use of speaking skills and strategies to perform their scene with clarity | Student delivers their lines with limited clarity and makes limited use of eye contact and emotive voice in order to perform their scene | Student delivers their lines somewhat clearly and makes some use of eye contact and emotive voice in order to perform their scene | Student delivers their lines clearly and makes use of eye contact and emotive voice in order to perform their scene | Student delivers their lines clearly and makes effective use of eye contact and emotive voice in order to perform their scene effectively |
| Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning | Student does not participate in scene performance, or their interpretation of their role within their scene makes no sense in the context of the play and is not communicated during their performance | Student interpretation of their role within their scene makes little sense in the context of the play, and is communicated with limited clarity throughout their performance | Student interpretation of their role within their scene makes some sense in the context of the play, and is communicated with some clarity throughout their performance | Student interpretation of their role within their scene makes sense in the context of the play, and is communicated clearly throughout their entire performance | Student interpretation of their role within their scene makes sense in the context of the play, and is communicated with thorough clarity throughout their entire performance |

**TOTAL: \_\_\_\_\_\_\_\_/20**